DOCUMENT RESUME

ED 408 287 SP 037 390

AUTHOR	McColskey, Wendy; Egelson, Paula
TITLE	Designing Teacher Evaluation Systems That Support Professional Growth. Second Edition.
INSTITUTION	Southeastern Regional Vision for Education (SERVE), Tallahassee, FL.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	97
NOTE	41p.
CONTRACT	RJ96006701
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Educational Assessment; Elementary Secondary Education; *Evaluation Methods; *Faculty Development; *Formative Evaluation; Public School Teachers; Research and Development; *Teacher Evaluation; Teacher Improvement
IDENTIFIERS	Guilford County School District NC; Richland School District 2 SC

ABSTRACT

This publication is the result of a research and development project that involved the development of formative teacher evaluation plans at three sites: Guilford County Schools, Greensboro (North Carolina); Richland School District 2, Columbia (South Carolina); and Surry County Schools, Dobson (North Carolina). The publication is intended as a resource for school and district teacher evaluation design teams who desire to rethink the teacher evaluation process. Chapter 1 on the purposes of teacher evaluation systems explores the differences between a formative teacher evaluation system (for professional growth) and a summative system (for accountability). Chapter 2 outlines the who, what, and how of formative evaluation. Chapter 3 examines the design steps involved in developing a formative evaluation system and describes some formative evaluation systems currently being piloted in the SouthEastern Regional Vision for Education (SERVE) region. Includes a 12-item annotated bibliography and ordering information. (Contains 25 references.) (ND)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 408 287

R&D

Designing Teacher Evaluation Systems that [redacted] Professional Growth

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SERVE
SouthEastern Regional Vision for Education

BEST COPY AVAILABLE

Designing Teacher Evaluation Systems that Support Professional Growth

Wendy McColskey
Paula Egelson

Second Edition

SERVE
SouthEastern Regional Vision for Education

Associated with the School of Education
University of North Carolina at Greensboro

1997

SERVE's Publication Quality Assurance Team

Charles Ahearn, Director of Publications/Senior Editor
Stephen Chapman, Communications Specialist/Editor

Book and Cover Design

Kelly Dryden, Senior Design Specialist

The content of this publication does not necessarily reflect the views or policies of the Office of Educational Research and Improvement, U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

This document was produced with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract number RJ96006701.

Table of Contents

About the SERVE Organization ..... *iv*

Acknowledgments ..... *vii*

CHAPTER I

The Purposes of Teacher Evaluation Systems

What purposes do teacher evaluation systems serve? 1
What is formative teacher evaluation? 2
Why not have just one system for both formative and summative purposes? 3
Will state legislation and local school boards support dual teacher evaluation systems? 6

CHAPTER II

The Who, What, and How of Formative Evaluation

Who participates in a formative evaluation system? 7
What methods might be used in a formative system? 7
What will be evaluated? 11
How important is it for teachers to discuss chosen areas of improvement with an administrator? 13

CHAPTER III

Getting Started

What design questions are involved in developing a formative system? 15
Where are formative systems being implemented? 17

Annotated Bibliography *25*

References *29*

Ordering Information *31*

About the SERVE Organization

SERVE, the SouthEastern Regional Vision for Education, is a consortium of educational organizations whose mission is to promote and support the continuous improvement of educational opportunities for all learners in the Southeast. Formed by a coalition of business leaders, governors, policymakers, and educators seeking systemic, lasting improvement in education, the organization is governed and guided by a Board of Directors that includes the chief state school officers, governors, and legislative representatives from Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. Committed to creating a shared vision of the future of education in the Southeast, the consortium impacts educational change by addressing critical educational issues in the region, acting as a catalyst for positive change, and serving as a resource to individuals and groups striving for comprehensive school improvement.

SERVE's core component is a regional educational laboratory funded since 1990 by the Office of Educational Research and Improvement (OERI), U.S. Department of Education. Building from this core, SERVE has developed a system of programs and initiatives that provides a spectrum of resources, services, and products for responding effectively to national, regional, state, and local needs. SERVE is a dynamic force, transforming national education reform strategies into progressive policies and viable initiatives at all levels. SERVE Laboratory programs and key activities are centered around:

- Applying research and development related to improving teaching, learning, and organizational management
- Serving the educational needs of young children and their families more effectively
- Providing field and information services to promote and assist local implementation of research-based practices and programs
- Offering policy services, information, and assistance to decision makers concerned with developing progressive educational policy
- Connecting educators to a regional computerized communication system so that they may search for and share information, and network
- Developing and disseminating publications and products designed to give educators practical information and the latest research on common issues and problems

The Eisenhower Consortium for Mathematics and Science Education at SERVE is part of the national infrastructure for the improvement of mathematics and science education sponsored by OERI. The consortium coordinates resources, disseminates exemplary instructional materials, and provides technical assistance for implementing teaching methods and assessment tools.

The SouthEast and Islands Regional Technology in Education Consortium (SEIR◆TEC) serves 14 states and territories. A seven-member partnership led by SERVE, the consortium offers a variety of services to foster the infusion of technology into K-12 classrooms. The Region IV

Comprehensive Assistance Center provides a coordinated, comprehensive approach to technical assistance through its partnership with SERVE.

A set of special purpose institutes completes the system of SERVE resources. These institutes provide education stakeholders extended site-based access to high quality professional development programs, evaluation and assessment services, training and policy development to improve school safety, and subject area or project-specific planning and implementation assistance to support clients' school improvement goals.

Following the distributive approach to responding and providing services to its customers, SERVE has ten offices in the region. The North Carolina office at the University of North Carolina at Greensboro is headquarters for the Laboratory's executive services and operations. Policy offices are located in the departments of education in Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina.

SERVE–Alabama

Policy
Office forthcoming

SERVE–Florida

Early Childhood, Publications, Lab, Field Services
345 South Magnolia Drive
Suite D-23
Tallahassee, FL 32301
904-671-6000
800-352-6001
Fax 904-671-6020

Database Information Services Clearinghouse
345 South Magnolia Drive
Suite E-21
Tallahassee, FL 32301
904-671-6012
800-352-3747
Fax 904-671-6010
SERVE-Line (modem only)
800-487-7605

Eisenhower Consortium for Mathematics and Science Education at SERVE
345 South Magnolia Drive
Suite E-22
Tallahassee, FL 32301
904-671-6033
800-854-0476
Fax 904-671-6010

Policy
345 South Magnolia Drive
Suite D-23
Tallahassee, FL 32301
904-671-6029
Fax 904-671-6020

Office of the Commissioner
The Capitol
LL 24
Tallahassee, FL 32399
904-488-9513
Fax 904-488-1492

SERVE–Georgia

Technology
41 Marietta Street, NW
Suite 1000
Atlanta, GA 30303
404-893-0100
800-659-3204
Fax 404-577-7812
SERVE-Line (modem only)
800-487-7605

Policy
State Department of Education
2054 Twin Towers East
Atlanta, GA 30334
404-657-0148
Fax 404-651-5231

SERVE-Mississippi

Delta Project
Delta State University
P.O. Box 3183
Cleveland, MS 38733
601-846-4384
800-326-4548
Fax 601-846-4402

Policy
State Department of Education
P.O. Box 771
Jackson, MS 39205
601-359-3501
Fax 601-359-3667
E-mail: wmoore@serve.org

SERVE–North Carolina*

Executive Services, Operations, Research and Development
P.O. Box 5367
Greensboro, NC 27435
910-334-3211
800-755-3277
Fax 910-334-3268

Policy
Department of Public Instruction
Education Building
301 North Wilmington Street
Raleigh, NC 27601-2825
919-715-1245
Fax 919-715-1278

SERVE–South Carolina

Policy
1429 Senate Street
1005 Rutledge Building
Columbia, SC 29201
803-734-8496
Fax 803-734-3389
E-mail:
cjackson@sde.state.sc.us

SERVE, Inc.–North Carolina

Business Office
P.O. Box 5406
Greensboro, NC 27435
910-334-4669
910-334-4670
800-545-7075
Fax 910-334-4671

SouthEast and Islands Regional Technology in Education Consortium
41 Marietta Street, NW
Suite 1000
Atlanta, GA 30303
404-893-0100
800-659-3204
Fax 404-577-7812
E-mail: seirtec@serve.org

The Region IV Comprehensive Center
P.O. Box 5406
Greensboro, NC 27435
910-334-4667
800-545-7075
Fax 910-334-4671
E-mail: regivcc@serve.org

Evaluation and Assessment Services
P.O. Box 5367
Greensboro, NC 27435
910-334-3211
800-755-3277
Fax 910-334-3268

Professional Development Institute (PDI)
P.O. Box 5406
Greensboro, NC 27435
910-334-4667
800-545-7075
Fax 910-334-4671
E-mail: pdi@serve.org

Southeastern Regional Safe Schools Institute
P.O. Box 5406
Greensboro, NC 27435
910-334-4664
910-334-4665
800-545-7075
Fax 910-334-4671

*Main Office Address

http://www.serve.org

e-mail info@serve.org

Roy H. Forbes, Ed.D.
Executive Director

Acknowledgments

This document is the result of a research and development project that involved the development of formative teacher evaluation plans at three sites. We are indebted to the educators who participated in this project.

Guilford County Schools, Greensboro, North Carolina

Judy Glasgow, Teacher, Guilford Middle School
Gloria Hatfield, Teacher, Guilford Middle School
Barbara Lambert, Principal, Joyner Elementary School
Linda Lindley, Teacher, Guilford Middle School
Patty MacMurray, Teacher, Pleasant Garden Elementary School
Liz Wakelin, Teacher, Pleasant Garden Elementary School

Richland School District 2, Columbia, South Carolina

Susan Boozer, Teacher, Richland Northeast High School
Terry Cann, Teacher, Richland Northeast High School
Sandy Gaudet, Teacher, Spring Valley High School
Debra Hamm, Director of Elementary and Secondary Education, Richland School District 2
Miguel Hernandez, Teacher, Richland Northeast High School
Patty Robinson, Teacher, Spring Valley High School
Murray Smith, Assistant Principal, Richland Northeast High School
Carol Vaughn, Teacher, Spring Valley High School
Carolyn Whetstone, Teacher, Richland Northeast High School

Surry County Schools, Dobson, North Carolina

Harold Flippen, Principal, Franklin Elementary School
Reta Moncus, Teacher, Franklin Elementary School
Martha Smith, Teacher, Franklin Elementary School
Linda Vaughn, Teacher, Franklin Elementary School

We appreciate reviews of the first edition (1992) of this document by the following individuals:

Larry Barber, Phi Delta Kappa Director, Center for Evaluation, Development, and Research, Bloomington, Indiana
Marsha Bledsoe, Superintendent, Surry County Schools, Dobson, North Carolina.
Vickie Cameron, Principal, Surry County Schools, Dobson, North Carolina.
Ruby Cross, Teacher, Guilford County Schools, Greensboro, North Carolina.
Kathy Durham, Teacher, Guilford County Schools, Greensboro, North Carolina.
Alan Evans, Professor and Coordinator of Administration and Supervision, Delta State University, Cleveland, Mississippi.
Harold Flippen, Principal, Surry County Schools, Dobson, North Carolina.
Patricia Gaines, Student Assessment Coordinator, Camp Lejeune Dependent Schools, Camp Lejeune, North Carolina.

Sandy Gaudet, Teacher, Richland School District 2, Columbia, South Carolina.
Judy Glasgow, Teacher, Guilford County Schools, Greensboro, North Carolina.
Debra Hamm, Associate Superintendent of Schools, Richland School District 2, Columbia, South Carolina.
David Holdzkom, North Carolina Department of Public Instruction, Raleigh, North Carolina.
Lisa Horne, Principal, Lexington City Schools, Lexington, North Carolina.
Karen Kiser-Kling, Teacher, Guilford County Schools, Greensboro, North Carolina.
Patty MacMurray, Teacher, Guilford County Schools, Greensboro, North Carolina.
Martha Peters, Media Specialist, Guilford County Schools, Greensboro, North Carolina.
Martha Smith, Teacher, Surry County Schools, Dobson, North Carolina.
Carol Vaughn, Teacher, Richland School District 2, Columbia, South Carolina.
Linda Vaughn, Teacher, Surry County Schools, Dobson, North Carolina.
Julia Williams, Director of Middle and Secondary Programs, Rockingham County Consolidated Schools, Eden, North Carolina
Cyndi Zeger, Director of Horizons Unlimited, Rowan-Salisbury Schools, Salisbury, North Carolina.

Chapter I

The Purposes of Teacher Evaluation Systems

Imagine you are part of a school or district leadership team responsible for designing a teacher evaluation system that encourages self-reflection and continuous improvement. Your team might begin by asking how well your current teacher evaluation system contributes to the personal and professional growth of experienced teachers. This publication is for those teams who answer this question with a "Not very well." It is intended as a resource for school or district teacher evaluation design teams that desire to rethink the teacher evaluation process. Chapter I explores the differences between a formative teacher evaluation system (for professional growth) and a summative system (for accountability). Chapter II outlines the who, what, and how of formative evaluation. Chapter III examines the design steps involved in developing a formative evaluation system and describes some formative evaluation systems currently being piloted in the SERVE region.

What purposes do teacher evaluation systems serve?

Teacher evaluation often consists of a one-way communication from an administrator or other evaluator to the teacher on the adequacy of the teacher's performance following two or more observation periods. The observations result in administrator judgments that become a part of the teacher's personnel file. Evaluations of this type, designed to summarize the net worth of the teacher's performance, are called summative evaluations. Summative evaluations serve organizational decision-making purposes. Decisions about tenure and merit pay may be based on such evaluations. Summative evaluations of beginning teachers serve as a means of ensuring that they have essential teaching skills. Summative evaluations may also serve to reinforce for policymakers that a quality teaching force is maintained. Other less used but perhaps potentially important purposes of summative evaluation are as a basis for teacher assignments and for the allocation of staff development funds.

A formative evaluation system provides feedback or information that encourages teachers' professional growth. The importance of formative systems is increasingly being recognized (Barber, 1985; Duke & Stiggins, 1990; Gitlin, 1990; Stiggins & Duke, 1988). Restructuring initiatives and higher standards for student achievement will continue to press teachers to take risks and try new approaches in the classroom. Student goals of problem solving, critical thinking, and collaborative learning may mean that many teachers will have to retool and rethink the way they teach. If teachers and schools are to break out of old molds and adopt new approaches to teaching, then an evaluation system designed to encourage individual teacher growth is not a luxury but a necessity.

To summarize, the following definitions are provided.

Formative evaluation–a system of feedback for teachers that is designed to help them improve on an ongoing basis

Summative evaluation–a system of feedback for teachers that is designed to measure their teaching competence

What is formative teacher evaluation?

It is important to try to articulate the purposes of a teacher evaluation process.

For example, a formative evaluation system can help to

1. encourage continual teacher self-evaluation and reflection and discourage the development of teaching routines that never change,
2. encourage individual professional growth in areas of interest to the teacher,
3. improve teacher morale and motivation by treating the teacher as a professional in charge of his or her own professional growth,
4. encourage teacher collegiality and discussion about practices among peers in a school, and
5. support teachers as they try new instructional approaches.

A formative teacher evaluation system is a set of procedures or methods that encourages teachers to reflect on the strengths and weaknesses of their teaching. Like any evaluation process, it has the following components:

- **A focus:** What is to be evaluated?
- **Methods:** How is the information to be collected?

The key to formative evaluation is that the context for collecting the information is not judgmental or punitive, but helpful, supportive of growth, and teacher-directed. Feedback about one's teaching can come from many sources: from peers in- or outside the school, specialists and other experts, students, parents, supervisors, and/or self-evaluation. Formative evaluation systems often focus on self-observation and peer feedback. A peer is a colleague who has no formally recognized authority over the person being evaluated but shares the common experience of teaching and, thus, is a valuable source of information on quality teaching. **Implementing a system that allows for peer review and feedback builds on the knowledge and skills of other teachers in the school. This knowledge may be the most valuable and perhaps the most underutilized resource that any school has available to help teachers improve.** As one veteran teacher in a SERVE workshop on formative evaluation noted:

> *From experience, I know that my most satisfying and growth-producing years as a professional were the four years I spent team teaching. The close observation of another teacher created an awareness of a whole world of techniques I was unaware of. The opportunity to be observed by another teacher in a warm, caring environment created a great sense of pride in my own abilities and my capacity for growth and accomplishment. We are too isolated in our daily work, and I feel a peer-involved formative evaluation plan would address this need directly.*

Evaluation Criteria

Formative-Teacher decides on evaluation criteria on the basis of personal interest. Teachers *request* feedback on the areas of their teaching they would like to improve.
Summative-Organization selects the criteria on which all teachers will be judged.

Use of the Evaluative Information

Formative-The information exchanged through the evaluation process (e.g., peer observation) remains with the teacher and is not part of his or her personnel file.
Summative-The district files the results of the evaluations. Teachers cannot choose to keep this information out of their files. It is the organization's right to mandate performance evaluations.

Participation

Formative-Individual teacher participation may be voluntary. That is, teachers may be offered a choice between formative and summative evaluations at certain intervals. The idea of choice is based on the assumption that self-evaluation cannot be forced on someone who is not open to it.
Summative-Participation is mandatory. Teachers cannot opt out of being evaluated if district policy mandates it.

Methods of evaluation. There are numerous sources of information about teacher performance. Classroom observations, videotapes of the classroom, portfolios of teaching materials, and student or parent surveys are some of the methods that yield information about teacher performance. The same methods can be used in both formative and summative evaluations, but the context for their use is different. For example, in a summative system, **classroom observations** by an **administrator** yield ratings of the degree to which the teacher adheres to district teaching standards or exhibits essential teaching skills. In a formative system, **classroom observations** by a **peer** yield feedback to the teacher on aspects of personal interest to the teacher.

Formative and summative systems are contrasted below. These differences are useful as a starting point for discussions about the purposes of evaluation and how different purposes lead to differences in the evaluation process.

Why not have just one system for both formative and summative purposes?

There are some examples of administrators who have been able to make one teacher evaluation system work for the dual purposes of ensuring essential teaching skills (summative) and supporting individual teacher growth (formative). However, in other situations, teachers report that one system (typically an administrator gauging teacher competence based on two or more observations) does not effectively serve both accountability and improvement (Barber, 1985; Stiggins & Duke, 1988). Some of the reasons given by teachers and administrators for why one system does not work well in achieving two purposes are described below.

1. **Administrators may not have the time to understand each teacher's situation and needs in great depth.** Administrators typically must complete annual evaluations of all teachers in the school. The process may include conferences with the teacher and classroom observations. Given the time demands involved in this process, additional time to discuss professional development needs with experienced teachers may be limited or nonexistent.

2. **Criteria used in summative teacher evaluation systems tend to represent essential but basic teaching standards and, thus, may not encourage any progression beyond this level.** Since standards on many accountability-based evaluation systems represent skills essential for all teachers, they are not the same criteria or dimensions that would be meaningful to a ten-year veteran teacher. That is, once a teacher has established his or her competence on the essential skills outlined in a district evaluation system, the criteria might prove restrictive or irrelevant to further growth. There is little incentive to step out in uncharted territory and try new methods of teaching if the old routines are safe, secure, and represent no threat to one's self-confidence.

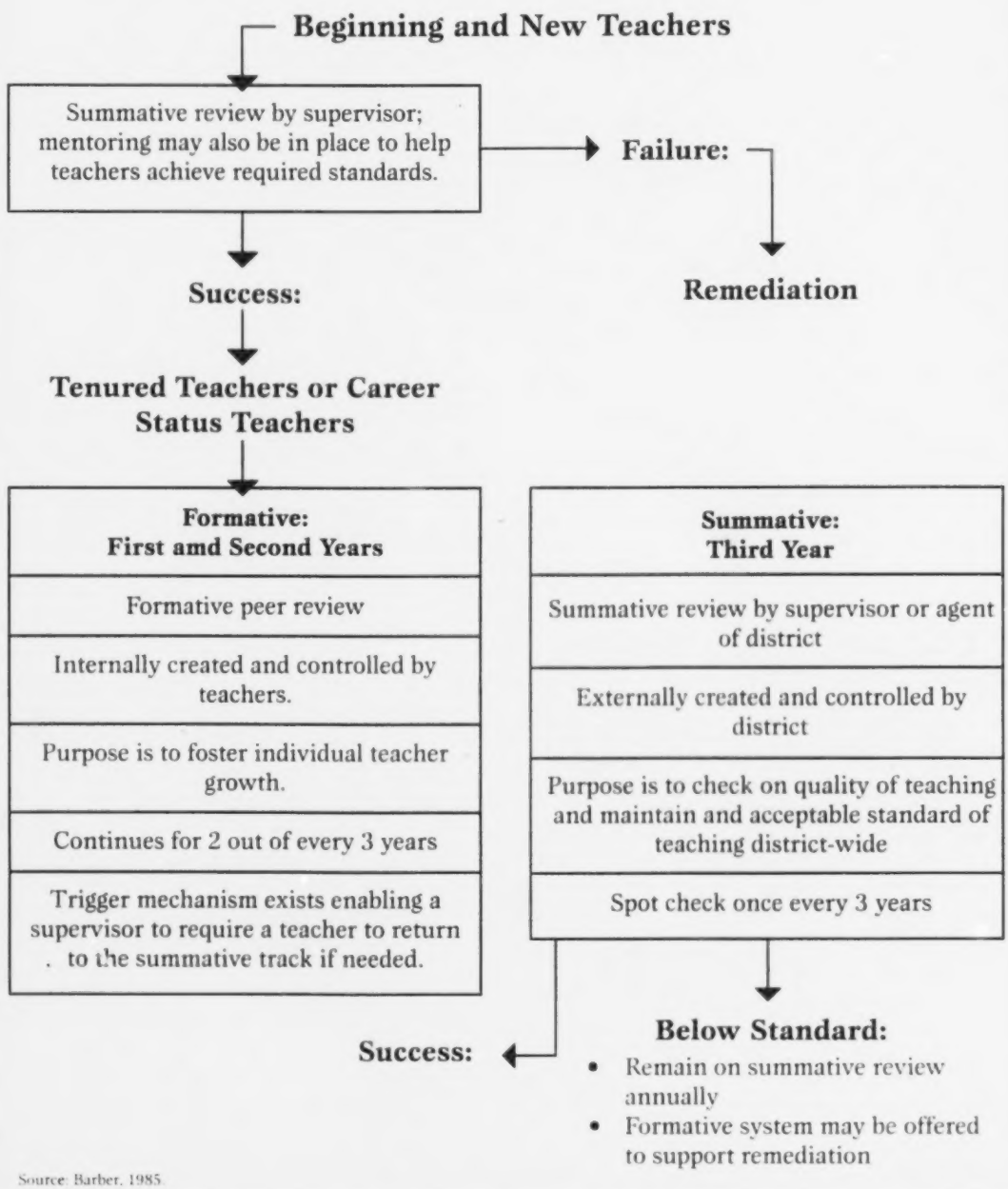
3. **Trust between a teacher and the supervisor judging his or her competence can be strained.** Although most principals would like to be perceived as someone teachers can confide in and who can be approached for help, they are required to evaluate teachers' competence and are therefore placed in the role of judge. Accordingly, some teachers in evaluation conferences with supervisors may try to conceal difficulties they are having or other information they think might be used against them. Teachers who find it difficult to talk honestly about strengths and weaknesses with administrators are unlikely to find the evaluative assistance they need when the only feedback available is from the administrator.

Accountability and professional growth can both contribute to the development of a quality teaching staff. Teaching standards that can be applied to all entry-level teachers ensure that they meet the essential teaching standards of the district. These summative evaluations are a protection for students. Experienced teachers who have proven and continue to prove their competence on essential teaching skills need feedback that challenges them to continue to improve their teaching. A multi-purpose system means that the sources of evaluation feedback (administrator, peer, student) and the methods for gathering performance information are selected for their appropriateness given the desired purpose (for tenure or merit pay decisions or for growth).

Figure 1 (adapted from Barber, 1985) shows how formative and summative systems might co-exist. It can serve as a starting point for discussions about how a dual-purpose teacher evaluation system might function. Local contexts will play an important role in prioritizing purposes. A district with an experienced, motivated teaching force and a school board that trusts teacher competence will likely feel more comfortable with a formative-only system, with only sporadic (once every several years) or possibly no summative evaluations, except for beginning and probationary teachers. A district that has been heavily involved in career ladder or merit opportunities may choose to design its system around summative performance evaluations of high-level teaching skills or standards. Other systems may feel that their school boards will accept nothing less for accountability purposes than annual summative evaluations of all teachers by administrators. In such situations, formative systems can be piloted as a voluntary pro-

Figure 1

Model Dual-Purpose Teacher Evaluation System


Beginning and New Teachers
Summative review by supervisor; mentoring may also be in place to help teachers achieve required standards.
Failure:
Remediation
Success:
Tenured Teachers or Career Status Teachers
Formative: First amd Second Years
Formative peer review
Internally created and controlled by teachers.
Purpose is to foster individual teacher growth.
Continues for 2 out of every 3 years
Trigger mechanism exists enabling a supervisor to require a teacher to return to the summative track if needed.
Summative: Third Year
Summative review by supervisor or agent of district
Externally created and controlled by district
Purpose is to check on quality of teaching and maintain and acceptable standard of teaching district-wide
Spot check once every 3 years
Success:
Below Standard:
• Remain on summative review annually
• Formative system may be offered to support remediation

Source: Barber, 1985.

gram for teachers desiring feedback in areas of personal interest.

Will state legislation and local school boards support dual teacher evaluation systems?

Many states are relaxing their teacher evaluation regulations in ways that encourages dual- or multi- purpose systems. For example, North Carolina legislation leaves the design of teacher evaluation systems for experienced teachers to district discretion. Some districts require that summative evaluation be conducted at certain intervals (i.e., every two, three, or more years) rather than annually, which gives schools an opportunity to introduce formative systems in the "off"-years.

One example of a policy that is clear on the separation of formative from summative purposes comes from the Halifax (Nova Scotia) District School Board:

> *[The policy] clearly emphasizes the professional and cooperative nature of teacher evaluation. Formative evaluation, which normally occurs in three out of four years, forms the basis of teacher self-improvement and development. Evaluation which is summative (i.e., results in a report which is used for employment purposes) normally occurs once every four years (Lowe, 1988).*

Individuals interested in more information on the provisions for teacher evaluation systems in their states should contact their state department of education and request the most recent statutes. If the laws are unclear regarding separate formative and summative systems, educators may consider requesting approval for a dual-purpose system on an experimental basis.

Several school districts have been able to convince their school boards that formative systems are desirable. One selling point on alternating formative and summative systems for experienced teachers is that formative systems offer better returns on the investment of staff time. If a principal has limited time, he or she may be more effective working intensively on evaluations of a small number of beginning teachers or teachers who are having difficulties rather than evaluating all teachers every year, when many of those have demonstrated their competence repeatedly over the years.

Some school board members may fear that teachers in a formative system will abuse the system by focusing on trivial goals. One district in North Carolina handled this concern by agreeing to provide the school board information on the kinds of goals teachers on the "pilot" formative system chose. This information on goals chosen can demonstrate to school boards that teachers take their professional development seriously.

Chapter II

The Who, What, and How of Formative Evaluation

Who participates in a formative evaluation system?

Career-status teachers. Formative systems can focus on career-status teachers, that is, experienced teachers who have met essential skill competency standards and need freedom to focus on the aspects of teaching in which they are least confident. Formative systems usually have some element of choice, recognizing that self-directed growth requires commitment. Formative systems can be designed with the understanding that any career-status teacher on a formative system who is judged by administrators as needing more supervision can be moved back to the summative system.

Beginning teachers. Beginning teachers are observed closely by supervisors, as tenure decisions must be based on solid evidence. Thus, these teachers must be part of a summative evaluation system. However, because of this intensive observation, teachers at this point may be even more concerned with the negative consequences of asking for help. Thus, some systems have encouraged beginning teachers to participate in formative systems in addition to the summative system that will determine their career status. In the formative system, they are free to ask for help without having to worry that information about their problem areas might be used against them. Some mentor systems are good examples of formative evaluation for beginning teachers.

Probationary-status teachers. Other formative programs have been developed that respond to the needs of teachers who are experiencing problems or are on probationary status. For example, in Alachua County, Florida, the Alachua Teacher Assistance Program assigns teacher mentors to assist peers who are having difficulty in the classroom. Through a joint agreement between the local teachers' union and the school board, a cadre of outstanding "consulting teachers" is selected by the school faculty and a district council. The consulting teachers serve two years and work with teachers who request assistance. The primary purpose of the program is to provide peer assistance with the improvement of teaching skills (Follman, Curry, & Vedros, 1993).

What methods might be used in a formative system?

Evaluation methods represent ways of collecting information about a subject. The subject might be a program, a student, or, in this case, a teacher. Observations, interviews, tests, questionnaires, ratings, journals, and portfolios are methods that can be used across many evaluative settings. This section describes seven methods that have been used successfully for formative teacher evaluation: 1) observation of exemplary teaching, 2) in-class observations by a peer or expert, 3) videotapes of teaching, 4) student achievement results, 5) journals, 6) portfolios, and 7) student or parent questionnaires or interviews.

Evaluation methods can produce quantitative or qualitative information. Numbers (such as ratings of teacher competence on a scale of 1 to 5) are often useful in evaluation because they can be communicated and interpreted efficiently, but qualitative information about how teachers are performing is also useful. For example, in order to improve their teaching, teachers might decide they need feedback from students. Students can rate their teacher's performance on some dimensions using a rating scale. The teacher examines the distributions of student responses on each dimension for information about his or her strengths and weaknesses. However, just as important are open-ended questions to students asking them how they feel about the class and what changes they would like to see. Responses to such questions are qualitative, and the information to the teacher is in each individual's responses and not in numbers.

Teachers might ask a peer to observe their teaching and provide quantitative feedback such as on-task time, wait time, or a count of the types of interactions that occurred between the teacher and students during a class period. In addition, they might ask peers to respond to open-ended questions such as those listed below.

1. Comment on the clarity of my explanations, questioning, and responses to students' questions.

2. What could I have done to better involve the students in the learning process?

3. What students, if any, seemed especially frustrated or bored, and at what points did you see these reactions?

The peer's responses to these questions (after observing a class) represent qualitative, not quantitative, information about performance. Both quantitative and qualitative feedback to the teacher can be useful in evaluation for improvement.

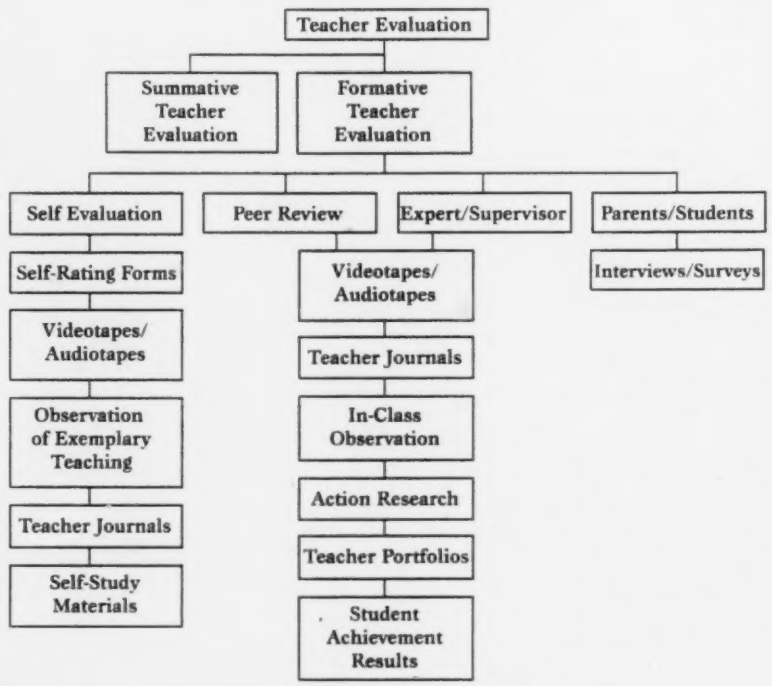
Sources of feedback. There are several sources of feedback on one's teaching that can be considered in designing a formative evaluation system and that are underutilized. These sources include oneself (self-evaluation), other teachers (peers), students, experts, and parents.

Although self-evaluation is critical for self-directed growth, it is much more effective when used in combination with other sources of feedback. It is very difficult to be objective about one's teaching and see one's teaching as others (with different beliefs or experiences) might see it. However, a method that is particularly well-suited to self-evaluation is videotaping one's teaching. Watching classroom interactions on videotape can be an eye-opening experience. Another method that is well-suited to self-evaluation is the analysis of student achievement in the class through standardized or other assessment information. For example, if a science teacher's goal is to improve students' skill in designing experiments, then a portfolio of a weak, average, and strong student's progress during the year provides feedback to the teacher on the quality of instruction relative to students of differing abilities.

Peer coaching and mentoring programs have recognized the value of peers as participants in the teaching improvement process. The involvement of peers is the backbone of many successful formative evaluation systems. Peer feedback systems require a great deal of trust, which may take time to develop if the peer is not already known. It may also take some time for peers to become comfortable being honest while providing feedback. Another possible source for feedback is experts or administrators. Teachers working to infuse more critical thinking activities into their classes might choose to ask an adminis-

Figure 2

Types of Formative Teacher Evaluation Methods and Sources of Feedback



trator who has expertise in this area to review a portfolio of lesson plans or observe a class and make suggestions for improvement. Or perhaps the school is working with a consultant to move toward a more discovery-oriented science program. The consultant could be asked by teachers to critique sample lessons and describe their strengths and weaknesses relative to the desired approach to instruction.

Students and parents are also important sources of feedback. Students are clearly able to provide feedback on when they were bored or lost or whether they feel a teacher cares about them, all of which have important implications for motivation. Even at the kindergarten level, teachers have experienced success in getting useful feedback from students. Parents also have valuable information about the reactions of their children to teacher practices. For example, a common practice of many teachers in the early primary grades is the use of incentives for reading a certain number of books at home. Parents could provide valuable feedback about the strengths and weaknesses of this practice (e.g., what kinds of books is the child reading at home? Are easy, short books chosen so students can add to their list quickly, or do they pick books for interest regardless of length?).

Keep in mind that no one source can provide the balanced view that comes from the use of multiple sources of feedback. A formative evaluation system can blend sources of feedback with methods. It is necessary to have an understanding of these methods so that informed decisions can be made about which ones are most appropriate for the school situation.

Shown in Figure 2 are the types of formative teacher evaluation methods separated into categories by assessor. The following are descriptions of the methods.

BEST COPY AVAILABLE

Self-Rating Forms
A self-rating form is a written form that requires a teacher to rate herself or himself on a variety of dimensions or behaviors. This method is particularly useful as a starting point in the evaluation process.

Videotapes/Audiotapes
This method is very similar to in-class observations except that the teacher is videotaped rather than observed. Pre- and post-conferences between the teacher and the peer partner are conducted to focus and conclude the evaluation. The teacher reviews the tape prior to the post-conference with the peer to formulate questions for discussion. The advantages of this method are the teacher being taped is not distracted by the presence of an observer; the tapes can be evaluated by several peer reviewers; and the peer's review can take place at his or her convenience.

Observation of Exemplary Teaching
The teacher observes a "master teacher" demonstrating high-quality teaching. The master teacher represents the standard against which the observing teacher can assess his or her performance. Since teachers often have limited opportunities to observe other teachers, teaching styles, or methods, observing master teachers can provide a starting point for the self-evaluation process. By observing exemplary teaching, teachers can compare their practices to those of the master teacher and develop a clearer picture of areas in which they can improve.

Journals
A narrative of experiences while implementing a change can provide insights about how to improve. Information can be recorded in a journal in two ways. If the focus is on improvement, a journal of anecdotes or summaries about what has been tried and what has been successful (and unsuccessful) is appropriate. That is, the journal might contain a descriptive account of what has happened. Over time, this history can be shared with a peer and compared to his or her experiences. Another approach is to reflect on events, recording thoughts or feelings rather than the details of what actually happened.

Self-Study Materials
Programmed materials are used by a teacher to review style and investigate teaching and learning techniques. The materials usually involve an introduction and a set of modules to work through which require some kind of response from the teacher.

In-Class Observation
A peer partner observes the teacher at work in the classroom. Conferences between the teacher and the peer prior to the observation identify what will be observed and the format for the peer's observations. The peer understands that he or she is to provide only the feedback or information requested by the teacher. Conferences after the observation are used to discuss the observations. The feedback requested of the peer can be open-ended (e.g., how could I have better explained this topic?) or quantitative (e.g., average wait time between teacher questions and student responses). A variety of observation instruments exist that can be used or adapted to more closely match the desired feedback about one's teaching.

Action Research
This method allows teachers to systematically investigate ways by which they can improve their teaching, their students' learning, or different components of the school environment, (Feldman, 1992). In order to conduct action research, a teacher identifies a problem and then develops a research plan to provide some answers. The outgrowth of the research is used to solve the problem and provide a starting point for continued research in related areas.

Portfolios
The teacher puts together a portfolio of materials that he or she has developed (e.g., lesson plans, instructional materials, student tests) and evaluates the quality of the products. Although portfolios can be maintained for their self-reflective value to the teacher, peer or expert reviews are more likely to produce insight into needed changes in the teaching products.

In another approach to portfolios, a teacher documents how a teaching problem has been addressed. For example, if parent involvement is an area of interest, a portfolio can list all the attempts made to communicate with hard-to-reach parents and include narratives written about the results of the efforts. This portfolio can also be shared and discussed with a peer.

As with any assessment method, the purpose of a portfolio should be established prior to compiling materials. A portfolio should contain evidence of some specific aspect of teaching and not function merely as a file of unrelated papers.

Student Achievement Results
Another common approach to evaluating one's teaching is to look at the evidence of student learning. The teacher reviews student achievement results to gauge teaching strengths and weaknesses. Achievement results can be reviewed by the teacher alone (self-evaluation) or by the teacher with a chosen peer or group of peers. The assessment can be state-administered, purchased, or teacher-made. Student journals or portfolios can also be reviewed as evidence of student success on particular instructional objectives.

Examples:

- A Chapter I teacher administers an informal reading inventory at the beginning of the year, again later in the year, looks closely at students' growth over that time period, and adjusts instructional methods accordingly.

- At the end of the year, a teacher reviews the results of state-mandated tests, finds that reading comprehension scores are significantly lower than vocabulary scores, and then determines how to improve comprehension using a variety of new strategies

Parent/Student Interviews or Surveys
Written questionnaires or interviews can be used to obtain feedback about one's teaching from students or parents. Interviews can be structured such that all respondents are asked the same set of questions or unstructured such that questions are adapted to individual responses. Although questionnaires are more efficient, interviews enable the interviewer the opportunity to probe responses and understand reactions in greater depth.

Several sources of evaluation instruments and ideas on the above methods are included in the Annotated Bibliography.

What will be evaluated?

One of the major concerns district administrators may have in considering a move from an annual summative evaluation system to a dual system is that teachers participating in a formative system without administrative direction may select trivial areas of teaching to improve upon (e.g., their bulletin board displays). However, many teachers on peer-mediated formative systems report that they feel freer to attempt to improve their weak areas and/or try significant changes in their instructional methods when a peer is providing feedback, rather than a supervisor. Important issues involved in the selection of goals are discussed on the following page.

1. What are some examples of areas in which teachers have chosen to improve?

- A special education teacher kept a year-long journal focusing on her work with Attention Deficit Disorder (ADD) and Hyperactivity Disorder (HD) students. She shared her journal entries with a peer and asked for feedback on how she could make her instruction more effective for these students.

- A teacher wanted streamline her classroom routines so she could devote more time to instruction. A peer observed her classroom several times. The teacher and the peer reviewer met after the observations and "peer-shared" ideas on how to simplify routines.

- One teacher focused on whole class reading instruction. A peer was asked to observe several of her lessons. The two conferred in post-conference sessions, and suggestions were made by the peer on how to strengthen instruction.

- A middle school teacher wanted to fine-tune her cooperative learning activities with her students and initiate more integrated learning experiences. She kept a journal centered on these topics, describing various activities and the outcomes. She also read books and articles on these two topics and viewed videotapes. A peer observed her cooperative learning activities and reported back to the teacher what she had seen.

2. Should the teacher's selection of a focus for improvement be linked to school or district goals?

An assumption of a formative evaluation system is that teachers are professionals and should direct their energy in areas they perceive as most important. The goal is not to make all teachers teach "by the book," but to encourage teachers to reflect on their individual strengths and weaknesses. Experienced teachers should be trusted to know what they need to improve upon. Nevertheless, teachers may wish to consider adopting school- or district-wide goals when they select their evaluation criteria. If teachers believe they can improve an area covered by their school's programmatic goals, they might decide to use the formative system to gauge the effectiveness of their efforts. For example, if one of the school's goals is to involve more parents in school activities, teachers might use the formative system to solicit feedback from students or parents on efforts to involve more parents. Some formative teacher evaluation systems have addressed this issue of organizational versus personal interest in goal selection by including both as goal categories. That is, teachers select an area of improvement that is of personal interest, and, in collaboration with an administrator, select a goal that supports school goals as well.

3. What about focusing on subject matter content versus teaching techniques?

Shulman (1989) argues that most teacher evaluation systems focus on teaching behaviors or processes such as classroom management, with very little if any emphasis on adequacy of content knowledge. He argues that the key to teaching is at the intersection of a teacher's content knowledge and instructional methods. Thus, peers in a formative system may be of great value in providing feedback on the effectiveness of the analogies, illustrations, examples, or demonstrations a teacher uses in trying to make a critical content area comprehensible to students. Peers can observe and comment on the instructional activities used to teach a topic and on how well the teacher conveys to students why the idea is worth knowing and how it is relevant to their lives. If a goal of education is to promote life-long learning,

then teachers should work to present the "big ideas"–the major concepts or ideas–of a discipline in ways that are interesting to students. Peers can help teachers improve on this dimension.

Peers are in an ideal situation to provide feedback to a teacher on how effectively the teacher has engaged students in a "big idea," because peers are working toward the same goal. It would be difficult if not impossible for a single school administrator to have the depth of content knowledge needed to provide useful subject matter feedback to teachers across all grades and subject areas. The strength of a formative system is that it can draw upon the resources of colleagues in the school who do have the content area knowledge.

How important is it for teachers to discuss chosen areas of improvement with an administrator?

Receiving evaluative feedback on one's teaching and setting goals for improvement are dynamic, interactive processes. Evaluative feedback (for example, student evaluations of one's teaching) may help to clarify a teacher's strengths and weaknesses. Once a decision is made to focus on improving a certain aspect of one's teaching (i.e., a goal is set), then evaluative feedback relative to that particular aspect can be obtained.
Goals are expressions of improvements one wishes to make. Often goals evolve as evaluative feedback is received and discussed. Thus, the goals that a teacher articulates at the beginning of the year may change during the year. Requiring all teachers in a formative system to formally state goals at the beginning of the year and report their progress to an administrator at the end of the year may or may not be appropriate, depending on the following conditions:

1. the extent to which goals chosen by teachers are seen as either fixed or evolving

2. the time frame for the particular goal or change contemplated (e.g., two weeks for some goals, two years for others)

3. the degree to which the administrator tries to influence the teacher to work on a goal that the administrator thinks is important rather than one chosen by the teacher

4. the degree to which teachers feel comfortable sharing goals with administrators and to which goal sharing induces teachers to select less rather than more challenging goals

5. the degree to which setting challenging goals and failing to meet them is seen as positive rather than negative by administrators

6. whether information about professional goals shared with an administrator will not be used in making personnel decisions such as promotion or teaching assignments

Teachers and administrators involved in designing a formative system must confront these issues, determining whether teachers would be better served if goals and progress toward them are required to be shared with the administrator, shared only at the initiation of the teacher, or not shared at all. Administrators and teachers should work together to design a formative system to which teachers will be committed and that will truly encourage teachers to develop their potential to its fullest.

Chapter III

Getting Started

What design questions are involved in developing a formative system?

SERVE has worked with several schools in the design of a formative system. The list of questions below arose as the design teams applied the concept of a formative teacher evaluation system to their particular schools. Thus, a first step in beginning to think about a formative system for your school might be to discuss these questions as part of a planning group.

Planning Worksheet

1. Who should be involved in designing the formative evaluation system? (Note: Although an administrator could design the system for teachers, this arrangement would likely generate less commitment on the part of teachers than a system designed and "owned" by the teachers and administrators.)

2. What type of alternative plan will be implemented?

3. Who will participate in the formative system? Beginning teachers? Probationary teachers? Career status/tenured teachers?

4. Will participation on the formative system be voluntary? (Must volunteering teachers be approved by the administrator to go on a formative system? Should the criteria for approval be made explicit or left to the judgment of the school principal?)

5. Who will provide feedback to participating teachers? Peers? Administrators? Experts? Parents? Students?

6. What will be the administrator's role in the formative process for teachers?

7. What type of paperwork be required for those on the formative system?

8. What kinds of resources or support might be needed (e.g., videotapes, release time to observe others, information on new practices, attendance at workshops, etc.)?

9. What kinds of training in peer conferencing and evaluation methods will be needed by participating teachers?

_____

_____

_____

10. Will a review of the formative system be conducted by its designers to identify and solve any problems?

_____

_____

_____

Where are formative systems being implemented?

In the fall of 1991, SERVE sponsored a training workshop on formative teacher evaluation for representatives from three school systems in the Southeast. Dr. Larry Barber, from the research division of Phi Delta Kappa (PDK), directed the workshop. The two-day training covered information about formative and summative teacher evaluation systems, research on teacher evaluation, and reasons for keeping formative and summative evaluation systems separate. Dr. Barber presented an overview of peer and self-evaluation methods, then helped participants practice conferencing and videotaping skills.

The three formative teacher evaluation plans described in the following pages were developed by teams comprised of administrators and teachers at each school site. Each team received assistance from SERVE in plan development. Each plan is unique, reflecting the needs and interests of educators in three distinct school communities.

Teacher response to the new plans has been very positive. At the three sites, teachers report that their new formative plans have encouraged them to be more proactive about their own improvement.

Richland School District 2, Columbia, South Carolina

Contact Person:
Dr. Debra Hamm, Associate Superintendant of Schools
Richland School District 2
6831 Brookfield Road
Columbia, South Carolina 29206
(803) 787-1910

Formative Teacher Evaluation Plan Development Team:
Susan Boozer
Terry Cann
Sandy Gaudet
Debra Hamm
Miguel Hernandez
Patty Robinson
Murray Smith

Carol Vaughn
Carolyn Whetstone

Why did Richland 2 develop a formative teacher evaluation plan?

Central office personnel had been uncomfortable with the traditional summative teacher evaluation system for several years because it was not meeting the needs of their tenured teachers. School administrators expressed frustration over the tremendous amount of paperwork and observation time devoted to evaluating teachers on the summative system. Teachers indicated that formally conducted observations by administrators were often a waste of time, did not address their professional growth needs, and hampered them from trying new things in the classroom.

How was the formative plan developed?

After taking part in the SERVE training, the development team met to design a formative evaluation plan. Team members believed that the videotaping and peer components of formative evaluation were critical to their plan. The team also wanted to keep the plan simple. To try out their ideas, they conducted a mini-pilot for interested teachers at two schools. Forty teachers were trained in videotaping and conferencing techniques. Each volunteering teacher selected a colleague to work with and participated in one peer review, including a pre-conference, observation of a videotaped classroom lesson by a peer, and post-conference. The district administrator on the development team evaluated the pilot by surveying the 40 teachers involved. Results showed that teachers had positive attitudes about the plan and wanted it continued.

What are the characteristics of Richland 2's formative plan?

1. It is voluntary.
2. Only tenured teachers are eligible to take part.
3. To participate, teachers must attend a training session conducted by the development team that includes information about summative and formative evaluation systems, peer conferencing techniques, teacher portfolios, and videotaping practice.
4. Teachers are required to select an area of professional growth on which they will be reviewed by a peer, either through a videotape observation or use of a portfolio. Teachers and their peer reviewers meet throughout the year to discuss progress. The peer holds the information "exchanged" in confidence, that is, no report of the feedback is given to the principal. At all times, the teacher being reviewed is "in charge" of the process.
5. Paperwork is minimal. At the end of the school year, teachers are asked to sign a form stating that they completed the evaluation process.
6. Tenured teachers are on a three-year evaluation cycle. Teachers who choose this formative plan are required to have peer review every third year. Teachers who do not choose the formative plan have a traditional summative review every third year. For the other two years of the cycle, they are not evaluated.

How did the team gain approval for the plan?

Since the State of South Carolina allows alternative teacher evaluation instruments for tenured teachers, approval for specific evaluation plans comes from the local school district. The district administrator on the team presented the plan to the superintendent, who gave approval for the pilot phases.

What problems did the development team experience and how were they resolved?
During the first year of the pilot, some teachers procrastinated on the videotaping portion of the plan and did not complete their formative evaluation completion forms on time. The development team subsequently took an active role in monitoring completion rates. Another problem was the lack of video cameras in the schools. Funds to purchase a new camera at each high school were located.

How have teachers and administrators reacted to the new plan?
The teachers involved in piloting the formative plan are overwhelmingly supportive of formative evaluation. They like getting feedback from a peer, being treated like professionals, and focusing on improvement. Videotaping is a popular component of the plan because teachers are able to analyze their work. Administrators believe the new formative evaluation plan is a more beneficial approach to the evaluation of tenured teachers and a better use of their time because they are able to devote more time to working with probationary teachers.

How many schools in the district have teachers participating in the formative teacher evaluation plan?
There are experienced teachers at each of the 14 schools in the district taking part in the formative plan.

As a result of the new formative teacher evaluation plan, teachers have an increased sense of professionalism, new relationships with colleagues, a more reflective view of teaching, new leadership roles, and improved classroom instruction.

Richland 2 educator

Surry County Schools, Dobson, North Carolina

Contact Person:
Dr. Marsha Bledsoe, Superintendent
Surry County Schools
209 North Crutchfield Street
Dobson, North Carolina 27017
(910) 386-8211

Formative Teacher Evaluation Plan Development Team
Harold Flippen
Reta Moncus
Martha Smith
Linda Vaughn

Why did Surry County develop a formative teacher evaluation plan?
School administrators were frustrated with the statewide summative evaluation system, the Teacher Performance Appraisal System (TPAS). They thought it did not fit with new teaching methods. Teachers were frustrated because they viewed the three observations in their classroom by an administrator as "something to get through." The visits were not seen as an opportunity to obtain useful feedback about teaching.

How was the formative plan developed?
After receiving SERVE training in formative teacher evaluation, the development team met to formulate a new evaluation plan for their school. In the spring of 1992, the team initiated a mini-pilot at their school. The 26 teachers who volunteered were asked to complete a self-evaluation form and a peer review cycle that included a pre-conference, an observation of a videotape, and a post-conference. At the completion of the mini-pilot, the development team asked the teachers to evaluate the program. The teachers stated that their participation in the formative plan had been beneficial, and they

wanted the program continued. In the next year, the development team designed a formative plan, as described below.

What are the characteristics of Surry County's formative plan?

1. It is voluntary.

2. Tenured teachers may participate. Probationary teachers may take part, but they also remain on the summative plan (TPAS).

3. Teachers must attend a training session before starting the formative plan. Training, conducted by the development team, is comprised of information about summative and formative evaluation systems, practical suggestions about peer videotaping, developing portfolios, and recommendations for conducting a pre-conference, observation session, and post-conference with a peer.

4. Teachers choose a peer or peers to work with for the year.

5. The evaluation plan operates on a two-year cycle, with no plans for a summative review. For the first year, teachers are required to complete 1) a self-evaluation form, 2) an assessment of one of their teaching units using a written evaluation form, 3) a videotaped observation or portfolio review by a peer, and 4) an in-class observation or consultation by a peer. The peer reviewer meets with the teacher to discuss the focus of the evaluation. For the second year, the requirements for the observation or portfolio are fewer.

6. Paperwork is minimal. Teachers sign a statement at the end of the school year indicating that they completed necessary requirements.

7. All evaluation feedback received from the peer is confidential and is kept by the teacher requesting the feedback. Neither the teacher being observed nor the peer reviewer is required to share information with an administrator. Confidentiality is viewed as essential to the peer review process.

How did the team gain approval for the plan?

North Carolina law allows school systems to develop alternative teacher evaluation plans for career status teachers. In the case of the first pilot school, Franklin Elementary, teachers on the development team went before the Surry County School Board in spring 1992 to describe their formative plan and to request that Franklin Elementary School teachers be allowed to participate in a one-year formative teacher evaluation pilot (1992-93) instead of the TPAS; permission for the 1992-93 school year was granted. Each year schools wanting use alternative teacher evaluation go before the board for permission.

What problems did the development team experience and how were they resolved?

Some teachers were initially reluctant to try the formative plan because they had reservations about videotaping themselves and because the formative plan was so different from the instrument on which they had previously been evaluated. The training program provided by the development team was comprehensive and practical and put teachers at ease about the process.

How have teachers and administrators reacted to the new plan?

Teachers like the peer component and the emphasis on improvement. Administrators feel that the new plan allows them to more effectively meet the needs of all teachers. They can devote more time to working with beginning and probationary teachers who remain on the summative system. They are

now able to visit all teachers' classrooms on an informal basis and participate in classroom activities as a colleague rather than sit in judgment.

How many schools in the district have teachers participating in the formative teacher evaluation plan?
Out of 15 schools in the district, six schools have tenured teachers participating.

> *Because of the new formative teacher evaluation plan, teachers are taking charge of improvement within the classroom. Many are more willing to discuss weaknesses and work to correct deficiencies. This program has been a positive force in improving instruction.*
>
> Surry County educator

Guilford County Schools, Greensboro, North Carolina

Contact Person:
Barbara Lambert, Principal
Joyner Elementary School
3300 Normandy Road
Greensboro, North Carolina 27408
(910) 545-2020

Formative Teacher Evaluation Plan Development Team:
Judy Glasgow
Gloria Hatfield
Barbara Lambert
Linda Lindley
Patty MacMurray
Liz Wakelin

Why did two schools in Guilford County develop a formative teacher evaluation plan?
Career teachers felt that the state teacher evaluation instrument (TPAS) addressed only a portion of teaching experience through the formal observation process and failed to promote teacher growth. Administrators were concerned about the inefficiency of annually evaluating teachers who had already proven themselves competent.

How was the formative plan developed?
After SERVE training, the development team met regularly during the 1991-92 school year. The group believed that the evaluation plan should include a variety of formative methods. The group spent several months developing the plan and then formulated strategies to publicize it. The team planned a four-hour training session for interested teachers in May 1992.

What are the characteristics of Guilford County's formative plan?

1. Participation is voluntary. Only tenured teachers are allowed to substitute a peer evaluation for traditional summative evaluation.

2. In order to participate, teachers must attend a training session on formative and summative teacher evaluations, formative evaluation methods, and basic conferencing skills.

3. Teachers select a peer partner for the year.

4. The plan is a three year cycle. The first two years are formative. The third year is summative.

5. During the first two years of the cycle, teachers must choose two formative evaluation methods in addition to a required self-evaluation assessment. The two methods are selected from the following options: videotaping a lesson, keeping a journal or portfolio, observing exemplary teaching, being observed by a peer, completing self-study materials, and surveying parents or students. At least one of the two selected methods must involve a peer. In the third year of the cycle, each

participating teacher meets with a building administrator to develop administrator, school, and instructional goals for the year.

6. Paperwork is minimal. One form, submitted to the principal at the beginning of the year, indicates the three formative methods the teacher plans to use for the year. The other form, due at the end of the school year, requires the teacher's signature stating he or she has completed the requirements of the plan.

7. Teachers on the formative portion of the cycle initiate a discussion with the school principal at the beginning and end of the school year about the evaluation methods they have chosen and their progress in implementing them. The teachers determine how much information about growth to share with the principal. The purpose is to keep the administrator informed.

8. Teachers participating who do not fulfill their professional responsibilities can be placed back on the summative system by their building administrator.

9. Teachers attend three support meetings during the year to share experiences and ideas.

How did the team gain approval for the plan?

The development team presented the formative plan to district administrators in the spring of 1992. District administrators gave their approval for Guilford Middle School and Pleasant Garden Elementary School to participate in the three-year pilot beginning in the fall of 1992.

What problems did the development team experience and how were they resolved?

At one school, teachers had difficulty finding time to implement the peer review associated with the plan because many of them were involved with other projects. The development team offered suggestions on how to find time to complete the peer evaluations (e.g., videotaping the classroom lessons and having the peer view them at home). Some teachers were initially unclear about what was expected of them, probably due to the fact that the evaluation plan was so different from what they were accustomed to and that several methods were allowed. The support group meetings provided an opportunity for the development team to review program guidelines with participating teachers.

How have teachers and administrators reacted to the new plan?

Teachers like the freedom to select their own area of professional growth. They are particularly enthusiastic about the peer component of the plan. Administrators believe the formative model meets the needs of tenured teachers better than annual summative evaluations.

How many schools in the district have teachers participating in the formative teacher evaluation plan?

Guilford County Schools merged with two other school systems in July 1993. The consolidated school system, also known as Guilford County Schools, has two schools completing the second cycle of the alternative teacher evaluation plan. In fall 1996, the superintendent approved a plan which allowed other schools in the system to apply to participate in the alternative teacher evaluation program.

The formative teacher evaluation plan has been a good idea. Videotaping [a teacher conducting a lesson] can become a nonthreatening tool for improvement. Working with a peer partner is helpful because we really talk about teaching as opposed to the cursory discussions with administrators at post-evaluation conferences.

Guilford County educator

Conclusions

In 1996, focus groups were conducted at SERVE formative teacher evaluation sites. Administrators and teachers reported

- greater collegiality and more collaboration among staff members,
- increased professionalism,
- enhanced motivation,
- directed focus on improving teaching, and
- positive student outcomes.

Teachers and administrators who are interested in pursuing a partnership with SERVE for the purpose of developing a formative teacher evaluation plan in their schools should call Dr. Paula Egelson at SERVE (800) 755-3277.

Annotated Bibliography

Barber, L. (1985). *Improving teacher performance:* Formative evaluation. (Available from Phi Delta Kappa, P.O. Box 789, Eighth Street and Union Avenue, Bloomington, IN 47402.)

This short, easy-to-read publication provides a general introduction to teacher evaluation. The nature of evaluation and the differences between formative and summative teacher evaluation and its purposes are described. Barber maintains that a successful formative system includes self-evaluation and peer review. The author introduces a model teacher evaluation system (called the Peer-Mediated system) that shows how formative and summative purposes can be separated. A version of this model appears in Chapter III of this document.

Barber, L. (Ed.). (1989). *Teacher peer coaching.* (Available from Phi Delta Kappa, P.O. Box 789, Eighth Street and Union Avenue, Bloomington, IN 47402.)

This publication is a compilation of 36 articles on the research, methods, and models of teacher peer coaching. Several articles are good background reading for those interested in a peer review model of formative evaluation. Articles that describe existing peer coaching programs are particularly helpful.

Braskamp, L., Brandenburg, D., & Ory, J. (1984). *Evaluating teacher effectiveness.* Newbury Park, CA: Sage.

The author begins by defining the dimensions of good teaching and offering some approaches for evaluating teaching. The approaches described include a comprehensive description of how to gather evaluative information about teaching from different sources (e.g., students, colleagues, records).

British Columbia Teachers' Federation. (1986). *Program for quality teaching: Developing teaching practices.* (Available from British Columbia Teachers' Federation, 2235 Burrard Street, Vancouver, BC V6J 3H9.)

This booklet provides the reader with an overview of the British Columbia Teachers' Federation's peer coaching program for teachers. Topics include a summary of supervision trends, a description of the peer review model, peer conferencing skills and feedback, different classroom observation approaches, and sample classroom observation forms. Teacher testimonials found throughout the booklet strengthen an already strong argument for peer coaching.

Dornbusch, S., Deal, T., Plumley, D., & Roper, S. (1976). *The collegial evaluation program.* Stanford, CA: Stanford Center for Research and Development in Teaching. (ERIC Document Reproduction Service No. ED 228 248).

The Collegial Evaluation Program for teachers was developed at Stanford University in the mid 1970s. In this pilot program, teachers volunteered to form partnerships with peers to evaluate and improve their teaching. The purpose of the partnership program was strictly formative (to help teachers improve their teaching). This publication, available from ERIC, describes the peer evaluation process. It includes an introduction to collegial evaluation, considerations in choosing a partner, ways to obtain student feedback, sample self-evaluation forms, considerations in selecting criteria for improvement, suggestions for observations and peer conferences, and information on professional development plans.

Glatthorn, A. (1984). *Differentiated supervision.* Alexandria, VA: Association for Supervision and Curriculum Development.

In differentiated supervision, teachers choose their own method of evaluation. The author explains why a differentiated supervision system is needed: standard supervisory practices are often ineffective;

it is not necessary to provide clinical supervision to all teachers; and teachers have different needs. Chapters include descriptions of clinical supervision, collegial professional development, self-directed development, administrative monitoring, resources for differentiated supervision, and the implementation of a differentiated system.

Greensboro Day School. (1991). *Program for improvement of instruction.* Greensboro Day School, P.O. Box 26805, 5401 Lawndale Drive, Greensboro, NC 27429.

Greensboro Day School's Improvement of Instruction Program is a comprehensive dual purpose teacher evaluation plan which promotes professional growth and allows for effective evaluation of all teachers. It was initially implemented in the early 1980s. The manual describes the components of the program including 1) a self-evaluation form, 2) a remediation system for teachers who need assistance, 3) a companion teacher program in which teacher pairs meet throughout the year, 4) a peer observation form, and 5) an administrator evaluation of teacher performance (summative). Sample observation and evaluation forms are included in the manual.

McGreal, T. (1983). *Successful teacher evaluation.* Alexandria, VA: Association for Supervision and Curriculum Development.

This book begins with a critique of the "traditional" summative evaluation system. The author then presents eight commonalities of an effective teacher evaluation system. Highlights include the separation of administrative and supervisory behavior, goal setting, classroom observation skills, and students and parents as additional sources of data.

Millman, J., & Darling-Hammond, L. (Eds.). (1990). *The new handbook of teacher evaluation.* Newbury Park, CA: Sage.

This publication is probably the most comprehensive handbook available for teacher evaluation. It is divided into three sections: purposes of teacher evaluation, methods of evaluation, and cross-cutting perspectives. Article standouts include evaluation for professional development, classroom observation strategies, teacher self-assessment, and teacher portfolios.

Peterson, K. (1995). *Teacher evaluation: A comprehensive guide to new directions and practices.* Thousand Oaks, CA: Corwin Press.

The focus of this publication is on new ways of thinking about teacher evaluation. A portion of the book is devoted to multiple data sources for teacher evaluation such as peer review of materials, systemic observation, student achievement, and student reports. Other sections include use of teachers dossiers and microcomputers in the evaluation process and school district concerns and responsibilities associated with teacher evaluation.

Robbins, P. (1991). *How to plan and implement a peer coaching program.* Alexandria, VA: Association for Supervision and Curriculum Development.

This short paperback is a practical guide on how to initiate an effective peer coaching program. It provides the reader with background information about peer coaching, selecting an area of focus, and collecting data. Also described are peer conferencing strategies and the principal's role in peer coaching.

Shrinkfield, A. and Stufflebeam, D. (1995). *Teacher Evaluation: Guide to effective practice.* Boston: Kluwer Academic Publishers.

This publication provides a complete overview of teacher evaluation in the United States. Included are chapters on the history of teacher evaluation, standards, ways of improving teacher evaluation systems, and comprehensive description and analysis of 11 summative and formative teacher evaluation models.

Smith, N., & Acheson, K. (1991). *Peer consultation: An analysis of several types of programs.* (Available from Oregon School Study Council Bulletin, University of Oregon, 1787 Agate Street, Eugene, OR 97403.)

This brief document compares and contrasts four different types of peer consultation (coaching) programs: the principles of teaching or teaching effectiveness, models of teaching, reflective practice and innovation, and organizational development. Principles of teaching refer to peer coaching on specific teaching behaviors based on established theoretical principles. Models of teaching are similar, but the teacher chooses an instructional approach and follows one model. Reflective practice is not linked to a specific instructional model but focuses on the refinement of teaching for self-selected kinds of professional growth, again using peers to provide feedback. Organizational development attends to the improvement of the human relation skills of the faculty as a whole.

South Kitsap School District. (1987). *South Kitsap School District evaluation resource handbook.* (Available from South Kitsap School District, 1962 Hoover Avenue, SE, Port Orchard, WA 98366.)

South Kitsap's handbook describes their dual (summative and formative) teacher evaluation program and provides the necessary forms to make the program work. Of particular interest is the description of their evaluation plan (two year formative, one year summative) for experienced teachers. The formative model supports professional growth through goal setting, while the summative model checks for teacher competency.

Stiggins, R., & Duke, D. (1988). *The case for commitment to teacher growth.* Albany, NY: State University of New York.

The authors build an argument for a teacher evaluation system that promotes teacher growth. Case studies of traditional teacher evaluation systems are described with their weaknesses highlighted. Case studies of teachers and administrators who have participated in growth-oriented evaluations are also presented.

Weber, J. (1987). *Teacher evaluation as a strategy for improving instruction.* (Available from ERIC, College of Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403.)

This 65-page document gives a thorough explanation of formative and summative evaluation models and ways they compliment each other. Other helpful chapters describe the roles of evaluators in summative and formative teacher evaluation models, teachers' evaluation concerns, and the observation process (pre-conference, observation, post-conference) associated with evaluation.

References

Barber, L. (1985). *Improving teacher performance: Formative evaluation.* Bloomington, IN: Phi Delta Kappa.

Barber, L. (Ed.). (1989). *Teacher peer coaching.* Bloomington, IN: Phi Delta Kappa.

Braskamp, L., Brandenburg, D., & Ory, J. (1984). *Evaluating teacher effectiveness.* Newbury Park, CA: Sage.

British Columbia Teachers' Federation. (1986). *Program for quality teaching: Developing teaching practices.* Vancouver, BC: Author.

Dornbusch, S., Deal, T., Plumley, D., & Roper, S. (1976). *The collegial evaluation program.* Stanford, CA: Stanford Center for Research and Development in Teaching.

Duke, D., & Stiggins, R. (1990). *Beyond minimum competence: Evaluation for professional development.* In J. Millman & L. Darling-Hammond (Eds.), The new handbook of teacher evaluation (p. 129). Newbury Park, CA: Sage.

Feldman, A. (1992, Feb.) *Institutionalized action research and teacher's lives: The role of the facilitator in the California "100 schools" project.* Paper presented at the annual Ethnography in Education Research Forum, Philadelphia, PA.

Follman, J., Curry, B., & Vedros, R. (1993). *Comprehensive school improvement.* Tallahassee, FL: SouthEastern Regional Vision for Education.

General Assembly of North Carolina 1991; Chapter 331; House Bill 495; G.S. 115C-238.2(b), 1991.

Glatthorn, A. (1984). *Differentiated supervision.* Alexandria, VA: Association for Supervision and Curriculum Development.

Gitlin, A., & Smyth, J. (1990, Winter). *Toward educative forms of teacher evaluation.* Educational Theory 40(1), 92.

Greensboro Day School. (1991). *Program for improvement of instruction.* Greensboro, NC: Author.

Klein, K. (1983). *Evaluation of teaching: The formative process.* Bloomington, IN: Phi Delta Kappa.

Lewis, S., & Barber, L. (Eds.). (1986). *Improving your own instruction: Self-assessment and peer review.* Bloomington, IN: Phi Delta Kappa.

Lowe, A. (1988). *Inservice materials on teacher supervision and evaluation.* Halifax, Nova Scotia: Nova Scotia District School Board.

McGreal, T. (1983). *Successful teacher evaluation.* Alexandria, VA: Association for Supervision and Curriculum Development.

Millman, J., & Darling-Hammond, L. (Eds.). (1990). *The new handbook of teacher evaluation.* Newbury Park, CA: Sage.

Robbins, P. (1991). *How to plan and implement a peer coaching program.* Alexandria, VA: Association for Supervision and Curriculum Development.

Smith, N., & Acheson, K. (1991). *Peer consultation: An analysis of several types of programs.* Eugene, OR: Oregon School Study Council Bulletin.

South Carolina Department of Education. (1984). *Criteria for instruments used to evaluate annual and continuing contract teachers.* Columbia, SC: Author.

South Kitsap School District. (1987). *South Kitsap School District evaluation resource handbook.* Port Orchard, WA: Author.

Stiggins, R., & Duke, D. (1988). *The case for commitment to teacher growth.* Albany, NY: State University of New York.

Shulman, L. (1986, February). *Knowledge and teaching: Foundations of the new reform.* Harvard Educational Review, 57(1), 15.

Weber, J. (1987). *Teacher evaluation as a strategy for improving instruction. Teacher evaluation as a strategy for improving instruction.* Eugene, OR: ERIC, College of Education, University of Oregon.

Wilkes, D. (1992). *Schools for the 21st Century: New roles for teachers and principals.* (Available from SERVE, 345 S. Magnolia Drive, Suite D-23, Tallahassee, FL 32301-2950.)

Ordering Information

1. Please complete this order form and mail with check or purchase order to SERVE, 345 South Magnolia Drive, Suite D-23, Tallahassee, Florida 32301. Make check or purchase order out to SERVE (Federal ID 59-6001-468).

2. Discounts are available for most SERVE products when you purchase units of fifty or more. Please call 800-352-6001 for discount information.

3. If you are requesting an invoice, your order must include a purchase order number.

4. We ship by U.S. Mail and United Parcel Service. Please calculate your shipping charges from the table below. Shipping charges will be higher for special orders and shipping outside the continental U.S. Please allow two weeks for delivery from the time we receive the order in our office. If you require special shipping arrangements, let us know. In most cases, we can accommodate your needs. Publication prices are subject to change.

5. For more information regarding SERVE's products and ordering procedures, please call 800-352-6001.

Shipping and Handling Charges

Up to $30.00	$2.50
$30.01 to $60.00	$5.00
$60.01 to $100.00	$7.50
$100.01 to $150.00	$10.00
$150.01 to $200.00	$12.50
$200.01 and above	call for price

Publications Listing

DESCRIPTION	ITEM #	PRICE
Action Research: Perspectives from Teachers' Classrooms	MSARP	$12.00
Appreciating Differences: Teaching and Learning Culturally Diverse Classroom	HTADI	$10.00
Assessment in Early Childhood Education: Status of the Issue	ECESI	$1.00
Children Exposed to Drugs: Meeting Their Needs	HTSEC	$10.00
Children Exposed to Drugs: What Policymakers Can Do	PBCED	$1.00
Comprehensive School Improvement	HTCSI	$8.00
Continuity in Early Childhood Education: A Framework for Home, School, and Community Linkages	ECECE	$12.00
Designing Teacher Evaluation Systems that Support Professional Growth	RDTES	$8.00

Does Class Size Make a Difference?	RDCSD	$4.00
Ed Talk: What We Know About Mathematics Teaching and Learning	EDMAT	$7.00
Ed Talk: What We Know About Reading Teaching and Learning	EDRTL	$7.00
Ed Talk: What We Know About Science Teaching and Learning	EDSCI	$7.00
Evaluation of the Alabama District Assessment of Writing Program	RDADE	$4.00
Families and Schools: An Essential Partnership	SSFSP	$6.00
Future Plans Planning Guide	FPPLG	$8.00
Going to Scale with TQM: Pinellas County Schools' Quality Journey	SSPCS	$12.00
How to Assess Student Performance in Science: Going Beyond Multiple-Choice Tests	RDSPS	$10.00
How to Improve Schools Now: Accessing SERVE's Programs, Products, and Publications	PRHIS	FREE
Improving Student Motivation: A Guide for Teachers and School Improvement Leaders	RDISM	$12.00
Interagency Collaboration: Improving the Delivery of Services to Children and Families	HTICO	$12.00
Issues to Consider in Moving Beyond a Minimal Competency High School Graduation Test	RDMCT	$4.00
Learning By Serving: 2,000 Ideas for Service Learning Programs	HTLBS	$8.00
A New Framework for School Accountability Systems	RDFRA	$3.00
Overcoming Barriers to School Reform in the Southeast	RDBAR	$3.00
Planning for School Improvement: A Report on a Comprehensive Planning Process	SRPSI	$1.00
Plugging In: Choosing and Using Technology and Technology Infrastructure in Schools	PITI	$5.00
Promising Service-Learning Programs	SSPSL	$8.00
Reducing School Violence: Building a Framework for School Safety	HTRSV	$8.00
Reengineering High Schools for Student Success	HTRHS	$8.00
Resources for School Improvement: How to Improve Schools Now	HTRSI	$10.00
Safe Schools: What the Southeast is Doing	PBSSC	$1.00
School Board Member Training in the Southeast	RDBMT	$4.00
Schools for the 21st Century: New Roles for Teachers and Principals	HTSTC	$8.00
Science in the Elementary Classroom: Portraits of Action Research	MSARE	$12.00
SERVE Catalog of Products and Publications	CATPP	FREE
SERVE-Line: Electronic Bulletin Board and On-Line Information System	SLEBB	FREE

SERVE Regional Forum on School Improvement: Proceedings (1996)	SIPROC	$8.00
South Pointe Elementary School (Year 1): A Public-Private Partnership	RDSP1	$1.00
South Pointe Elementary School (Year 2): A Public-Private Partnership	RDSP2	$1.00
South Pointe Elementary School (Year 3): A Public-Private Partnership	RDSP3	$1.00
Southern Crossroads: A Demographic Look at the Southeast	SRSCR	$3.00
Supporting Family Involvement in Early Childhood Education: A Guide for Business	SRSFI	$5.00
Together We Can: A Guide for Crafting a Profamily System of Education and Human Services	SRTWC	$8.00
Total Quality Management: Passing the Fad or "The Real Thing"? An Implementation Study	RDTQM	$5.00
Using Accountability as a Lever for Changing the Culture of Schools: Examining District Strategies	RDUAL	$8.00
Using Technology to Improve Teaching and Learning	HTTEC	$8.00
Youth Apprenticeship: A School-to-Work Transition Program	HTYAP	$8.00

Videotape Listing

Drug-Free Schools: A Generation of Hope (Running time: 27:00)	VTDFS	$19.95
Future Plans Videotape: Making the Most of Technology in the Classroom (Running time: 27:10) and Discussion Guide	FPPAK	$19.95
Passages: Providing Continuity from Preschool to School (Running time: 32:25)	VTPST	$19.95
School Improvement: Journey Toward Change (Running time: 30:00	VTCSI	$19.95
Southern Crossroads: A Demographic Look at the Southeast (Running time: 22:00)	VTSCR	$19.95
Southern Solutions in Improving Mathematics and Science: General Audiences (Running time: 60:00)	VTMS6	$19.95
Southern Solutions in Improving Mathematics and Science: Policymakers (Running time: 60:00)	VTMS6	$19.95
Southern Solutions in Improving Mathematics and Science: Teachers/ Practitioners (Running time: 84:00)	VTMS9	$19.95

Training and Seminars

For information on these training programs, please call 1-800-352-6001.

Leadership for Collaboration: A Training Program	TRNLC
Providing a Safe and Healthy School Community	TRNSH

For information on these training programs, please call 1-800-545-7075.

Comprehensive Crisis Management	TRNCC
Legal Principles Related to School Violence, Safety, Security, and Student Management Discipline	TRNLP

Order Form

Name: _____

Title: _____

Address: ❑ home ❑ work _____

City: _____ State: _____ Zip: _____

Phone: ❑ home ❑ work (_____) _____

Fax: ❑ home ❑ work (_____) _____

Quantity	Description	Item No.	Unit Price	Total

Subtotal	
Non-exempt Florida residents add 7% sales tax:	
S & H*	
Total	

Mail to:
SERVE
345 South Magnolia Drive
Suite D-23
Tallahassee, Florida 32301

Please photocopy this form for future orders.

Florida Tax Exemption #: